DOCUMENT RESUME

ED 419 564 JC 980 252

AUTHOR	Preston, David L.
TITLE	LONESTAR, CCSEQ, Other Data, and Institutional Effectiveness at Brazosport College.
INSTITUTION	Brazosport Coll., Lake Jackson, TX.
PUB DATE	1998-05-00
NOTE	42p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Budgets; *Community Colleges; Educational Assessment; Educational Finance; Institutional Evaluation; Institutional Mission; *Institutional Research; *Models; Performance Factors; Program Effectiveness; *Program Implementation; Research Methodology; School Community Relationship; *School Effectiveness; *Student Surveys; Two Year Colleges
IDENTIFIERS	Brazosport College TX; Longitudinal Student Tracking Reporting System; Performance Indicators

ABSTRACT

This paper describes the activities and thoughts that went into the development and implementation of Brazosport College's institutional effectiveness (IE) model. The Community College Student Experiences Questionnaire (CCSEQ) was used to collect data on student satisfaction, and to provide constructs to use as outcome indicators for evaluating the college's progression toward its goals. Using the CCSEQ data, the Longitudinal Evaluation, Student Tracking, and Reporting (LONESTAR) files, and data from other sources, processes, programs, and policies were examined for their effectiveness and suggestions made for improvement. Contains institutional effectiveness goals, the college programs matrix, and the Standard Students Perceptions Survey. (EMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 419 564

LONESTAR, CCSEQ, Other Data, and Institutional Effectiveness at Brazosport College

by
David L. Preston, Ed. D.
Director, Institutional Research and Planning
Brazosport College

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

David L. Preston

TC 980252

Presented at the Thirty-eighth AIR Forum
Minneapolis, Minnesota
May 17-20, 1998

Abstract

LONESTAR, CCSEQ, and Institutional Effectiveness and Brazosport College

During the Spring, 1992 semester, the Community College Student Experiences Questionnaire (CCSEQ) was used for the first time to collect data for use in Brazosport College's institutional effectiveness process. Except for 1996, Brazosport College has administered the survey each spring semester. The survey provides constructs that we use as outcome indicators for evaluating our progression toward goal-attainment. Using the CCSEQ data, LONESTAR files, and data from other sources, processes, programs, and policies can be examined for their effectiveness and suggestions made for improvement. This study examines the Brazosport College's institutional effectiveness model and the use of the indicators to help determine the efficacy of Brazosport College's programs, processes, and policies.

Table of Contents

Introduction 1
Brazosport College 1
Mission, Principles, Goals, and Critical Success Issues 2
Purpose 3
Using the CCSEQ 3
Table 1: Gains 5
Table 2: Developing an Understanding and Enjoyment of Art, Music, and Theater 6
Table 3: Presenting Ideas and Information Effectively in Speaking to Others 6
Table 4: Acquiring the Ability to Use Computers 7
Table 5: Quality of Effort 7
Table 6: Art, Music, and Theater 8
Table 7: Counseling and Career Planning 8
Table 8: Course Learning 9
Table 9: Experiences with Faculty 9
Table 10: Experiences in Writing 10
LONESTAR 11
Table 11: Retention by Gender-Cohort Based 12
Standard Student Perceptions Survey 13
Graph 1 14
Table 12: Total Averages Concerning College Services 14
Other Data Sources 14
Implications and Suggestions 15
Conclusions 16
Bibliography 17
Appendix A: Direction 2000 18
Appendix B: Matrix 23
Appendix C: CCSEQ 29
Appendix D: SSI 33
Appendix E: Model 35

LONESTAR, CCSEQ, Other Data, and Institutional Effectiveness at Brazosport College

Introduction

Brazosport College began to seriously instill institutional effectiveness into its culture during the 1990-91 school year. Because of the influence of several factors such as state mandates, SACS requirements, and a presidential interest in Total Quality Management, Brazosport College went to considerable effort to complete their institutional effectiveness plan and to get it implemented into all of the college units. Some units were more willing to accept the challenge than others, but eventually, each unit did implement a plan which was similar to the institution's model.

The matrix that, in essence, is the implementation of the institutional effectiveness (IE) model, has two major components: (1) the student satisfaction component, and (2) the program component. Brazosport College concluded that both parts were essential to the plan. Overall, the plan was placed into a total quality milieu with its Plan-Do-Study-Act cycle, even though a large part of the college community was not entirely convinced of the necessity for doing this.

This paper is a "report" of the activities and thoughts that went into the development and implementation of this model. Examples of data that are collected and their use are given, but this paper is not an exhaustive accounting of all the data collected and analyses. Implications and suggestions are given from the author's perspective on the process of developing and implementing this model so that the reader might learn from Brazosport College's experiences.

Brazosport College

Brazosport College is a comprehensive community college located in southeast Texas along the upper Gulf Coast. Until a few years ago, the area was very dependent upon the chemical industry. The area is still dependent on the chemical industry, but other types of industry have been developed which are having an positive economic impact on the area. The area's workforce has suffered through out-sourcing, early retirement programs, down-sizing, and economic downturns in the past ten years. As many states have been strapped to find education funds, so has Texas. Brazosport College has had its share of "trying to make ends meet" during the 1990s, but as with most areas, the economy in the area is robust and the outlook is favorable for the economy to stay healthy.

Fall enrollment at Brazosport College has been increasing the past few years and the fall, 1997 enrollment was approximately 3800 credit students. The college has a Center for Business and Industry Training (CB/IT) and a Community Education program which enrolls several thousand each year. There are both academic and vocational programs with about 60% of the contact hours being vocational/technical.

Mission, Principles, Goals, and Critical Success Issues

The college mission is much like any other mission statement one finds for a community college. Brazosport College recognizes its uniqueness (open door, equal access, comprehensive) and reaffirms its commitment to the varying educational needs of adult learners in its community. Using its mission as a base, the first effort was to identify several "principles" and then to attach to these principles the goals and the issues ("Critical Success Issues") that were critical to goal attainment. This plan (Appendix A) then led the President's Council (which included the top administrators and the Director of Institutional Research) in the development of the Institutional Effectiveness Matrix (Appendix B).

The Principles are (taken directly from the Brazosport College Catalog):

1. The pursuit of excellence is evident in planning, development, and evaluation activities.
2. The educational programs of the college are characterized by commitment to excellence in both teaching and learning.
3. The college is managed in an efficient and cost-effective manner, in compliance with local policies, with accreditation criteria of the Southern Association of Colleges and Schools, with rules of the Coordination Board, and with state and federal laws.
4. The college solicits opportunities to work with business and industry to provide training.
5. Brazosport College cooperates with community groups and organizations to provide effective programs, services, courses, and general awareness of the availability of these programs and services.
6. At Brazosport College diversity of needs will be addressed by a wide variety of options, programs, and activities.

These Principles have not changed significantly since their adoption in 1991 by the Brazosport College Board of Regents although other parts of the document have been modified somewhat.

From each of the Principles, associated goals were developed. The goals that were developed reflected the direction the college would take to assure that the college was accountable and demonstrate that the Principles were actually being met. One of the goals is: "Student assistance is provided in areas such as counseling, financial aid, job placement, support services for students with special needs, and referrals, as appropriate." This goal is not only mission specific, but was also constructed so that key indicators could be associated with it so that data could be collected that would demonstrate whether or not Brazosport College was meeting that goal.

Along with the principles and goals, a list of issues was developed that reflected the "how to" of reaching the established goals. For instance, one of the Critical Success Issues is: "To enhance student success in college through well-managed advisement and counseling programs." This Critical Success Issue is directly related to the goal listed in the above paragraph and demonstrates how these principles, goals, and critical success issues are connected.

The next task was to develop a set of outcomes that would demonstrate whether or not the goals were being met within the Critical Success Issues framework. As one examines the matrix in Appendix B, each area is associated with a long range goal and a Critical Success Issue. Outcomes are then determined that when evaluated using their associated "key indicators," effectiveness could be determined. The data were to be collected over a period of time so that trends could be established. When changes in processes and/or policies were implemented, the trend data would hopefully suggest the effect a change had on Brazosport College students and/or employees.

Purpose

The purpose of this paper is to demonstrate the institutional effectiveness model at Brazosport College. The writer/researcher will demonstrate this by using a few examples from the Brazosport College IE matrix (Appendix B). Although many data sources are indicated in the matrix, the examples include only data from the CCSEQ, SSPS, Standard Student Perceptions Survey, and the LONESTAR tracking system.

Using the CCSEQ

The Community College Student Experiences Questionnaire (Appendix C) was first given at Brazosport College during the spring, 1992 semester. Since then, it has been administered each spring, except for the 1996 spring semester, because of a change in presidents. This questionnaire was developed under the direction of Dr. D. Robert Pace. Others, such as Dr. Penny Lehman (now at Trenton State College), had a part in its development; however, the questionnaire is now owned by the University of Memphis, Center for the Study of Higher Education, where Dr. Patricia Murrell is the director.

Classes are randomly picked by computer to determine the sample for the study. The surveys are sent to the individual instructors with instructions for administering the survey to their classes. Generally, the faculty is cooperative. Sometimes faculty members cannot administer the survey and others simply will not participate. Since the return is not 100%, self-selection does take place and a true random sample is never obtained. When the

sample is analyzed after the fact, the percentages of most categories such as gender, ethnicity, and area of study are usually reflective of the student body. This limitation is true for each of the survey administrations.

The two sections on which this paper will focus is the Quality of Effort (QE) and the Estimate of Gains (EG) constructs. The QE constructs are:

1. Course Activities
2. Counseling and Career Planning
3. Faculty
4. Writing Activities
5. Science Activities
6. Vocational Skills
7. Library Activities
8. Student Acquaintances
9. Clubs and Organizations
10. Athletic Activities
11. Learning and Study Skills

The EG constructs are:

1. Acquiring knowledge and skills applicable to a specific job or type of work.
2. Gaining information about career opportunities.
3. Developing clearer career goals.
4. Becoming acquainted with different fields of knowledge.
5. Developing an understanding and enjoyment of art, music, and theater.
6. Developing an understanding and enjoyment of literature (novels, stories, essays, etc.).
7. Writing clearly and effectively.
8. Presenting ideas and information effectively in speaking to others.
9. Acquiring the ability to use computers.
10. Becoming aware of different philosophies, cultures, and ways of life.
11. Becoming clearer about my own values and ethical standards.
12. Understanding myself - my abilities and interests.
13. Understanding mathematical concepts such as probabilities, proportions, etc.
14. Understanding the role of science and technology in society.
15. Putting ideas together to see relationships, similarities, and differences between ideas.
16. Developing the ability to learn on my own, pursue ideas, and find information I need.
17. Developing the ability to speak and understand another language.
18. Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.
19. Developing an interest in political and economic events.
20. Seeing the importance of history for understanding the present as well as the past.
21. Learning more about other parts of the world and other people (Asia, Africa, etc.).
22. Understanding other people and the ability to get along with different kinds of people.
23. Developing good health habits and physical fitness.

Some of the "gains" and "efforts" are used directly in the IE matrix. Much of it is used to gage the quality of the experiences that a Brazosport College student reports on this survey. In Table 1 through Table 10, the results of the surveys given in the past are reported. A Likert Scale was used to analyze the data and report the results.

Table 1: Gains ("Averages" – Using Likert Scale)

I have gained or made progress in	1992	1993	1994	1995	1997
1. Acquiring knowledge and skills applicable to a specific job or type of work.	2.61	2.64	2.44	2.60	2.57
2. Gaining information about career opportunities.	2.23	2.30	2.25	2.28	2.30
3. Developing clearer career goals.	2.46	2.54	2.48	2.43	2.46
4. Becoming acquainted with different fields of knowledge.	2.38	2.46	2.45	2.40	2.40
5. Developing an understanding and enjoyment of art, music, and theater.	1.53	1.58	1.57	1.66	1.74
6. Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	1.82	1.87	1.90	1.88	1.74
7. Writing clearly and effectively.	2.31	2.39	2.34	2.33	2.32
8. Presenting ideas and information effectively in speaking to others.	2.06	2.16	2.09	2.27	2.11
9. Acquiring the ability to use computers.	2.35	2.44	2.46	2.66	2.44
10. Becoming aware of different philosophies, cultures, and ways of life.	1.94	1.87	1.93	2.03	1.96
11. Becoming clearer about my own values and ethical standards.	2.20	2.27	2.19	2.19	2.19
12. Understanding myself - my abilities and interests.	2.55	2.62	2.54	2.53	2.52
13. Understanding mathematical concepts such as probabilities, proportions, etc.	2.08	2.08	2.20	2.04	2.10
14. Understanding the role of science and technology in society.	1.89	2.01	1.95	1.97	1.94
15. Putting ideas together to see relationships, similarities, and differences between ideas.	2.14	2.25	2.18	2.14	2.21
16. Developing the ability to learn on my own, pursue ideas, and find information I need.	2.58	2.63	2.49	2.62	2.60
17. Developing the ability to speak and understand another language.	1.33	1.39	1.36	1.49	1.35
18. Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	1.83	1.93	1.93	1.92	1.83
19. Developing an interest in political and economic events.	1.73	1.85	1.78	1.76	1.72
20. Seeing the importance of history for understanding the present as well as the past.	1.98	2.02	2.02	2.06	2.04
21. Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	1.58	1.55	1.64	1.65	1.60
22. Understanding other people and the ability to get along with different kinds of people.	2.28	2.34	2.27	2.34	2.24
23. Developing good health habits and physical fitness.	1.92	1.96	1.93	2.04	1.84

Scale: 1=Very Little 2=Some 3=Quite a Bit 4=Very Much

The averages do not seem to change much, so if the data are not examined further, not much can be gained from perusing these charts. The question that arises then is, "Is there any difference in the way in which students responded to the questionnaire?" However, when the responses are examined more closely, some significant differences appear.

The analysis centered around the contingency tables constructed by doing a cross tabulation between the scores of the subjects in each gain for each year of the survey. The analysis included a chi-square test with nominal data. The research question is, " Are the proportions of survey respondents marking the responses "Very Little", "Some", "Quite a Bit", or "Very Much" the same over time?" Using SPSS as the analytical tool, the following gains showed a significant difference, using the Pearson chi-square statistic, between the proportions of the different cells of the contingency table. The following tables display the results for the gains where significant differences were obtained ($p < .05$). The outcome desired is that the proportion of respondents who mark "Very Little" decreases over time while the proportion of the respondents who mark "Quite a Bit" or "Very Much" increases over time.

Table 2: Developing an Understanding and Enjoyment of Art, Music, and Theater (%)

Response	1992	1993	1994	1995	1997	Total	National
Very Little	66.4	64.8	62.9	61.8	60.7	63.6	50
Some	20.9	20.3	23.1	18.7	17.8	20.4	27
Quite a Bit	5.8	7.5	7.9	11.1	8.4	7.9	14
Very Much	6.8	7.5	6.1	8.5	13.1	8.1	10

For this gain, the percentage of those answering "Very Little" decreased from 66.4% in 1992 to 60.7% in 1997, and the "Very Much" category went from 6.8% in 1992 to 13.1% in 1997. These results suggest progress has been made over time in this area.

Table 3: Presenting Ideas and Information Effectively in Speaking to Others (%)

Response	1992	1993	1994	1995	1997	Total	National
Very Little	30.9	27.9	30.8	30.5	33.4	30.6	20
Some	39.3	36.4	37.00	27.4	31.9	35.0	37
Quite a Bit	22.4	27.7	24.0	26.8	24.7	24.9	31
Very Much	7.4	8.0	8.1	15.3	10.0	9.4	13

The percentage of those answering "Very Little" went from 30.9% in 1992 to 33.4% in 1997, the "Very Much" category went from 7.4% in 1992 to 10.0% in 1997, and the "Some" category went from 39.3% in 1992 to 31.9% in 1997. These results suggest that progress has been made in this area.

Table 4: Acquiring the Ability to Use Computers (%)

Response	1992	1993	1994	1995	1997	Total	National
Very Little	33.8	29.6	30.2	22.9	27.7	29.3	35
Some	22.0	20.8	19.4	21.2	25.2	21.6	26
Quite a Bit	19.4	26.1	24.5	22.9	22.7	23.0	21
Very Much	24.8	23.6	25.8	33.0	24.3	26.1	18

The "Very Little" proportion went from 33.8% in 1992 to 27.7% in 1997, the "Quite a Bit" proportion went from 19.4% in 1992 to 22.7% (with a large increase in 1993) in 1997, and the "Very Much" category went from 24.8% in 1992 to 24.3% in 1997. These results suggest that the difference is positive and that Brazosport College is making progress in this area.

The other section of the CCSEQ that gives some information on the progress the college is making is the "Quality of Effort" constructs. Each of these scales is a sum of the scores (Likert scales again) obtained by summing the "value" attached to each of the questions in the corresponding section of the scale being measured. The "averages" are given in Table 5.

Table 5: Quality of Effort (%)

Quality of Effort	1992	1993	1994	1995	1996	Overall	National
Art, Music, Theater	8.33	8.14	8.31	8.46	8.60	8.35	8.9
Counseling - Career Planning	3.72	3.71	3.94	3.64	3.81	3.79	NA
Course Learning	23.30	24.06	23.21	23.34	23.69	23.50	24.7
Experiences with Faculty	14.53	14.77	14.40	14.50	14.46	14.53	15.7
Library Experiences	13.34	12.94	12.70	12.58	12.55	12.86	13.7
Science	13.99	15.28	14.11	13.53	14.16	14.22	16.0
Student Acquaintances	10.63	11.13	10.41	10.85	11.08	10.79	11.5
Vocational Skills	17.04	17.16	16.17	15.91	16.25	16.55	16.9
Experiences in Writing	19.36	19.69	18.91	19.19	18.89	19.22	21.2

A similar analysis was done with these Effort data, as explained above, for Gain data. The percentage of each score was used in the contingency tables for the analysis. The following quality of effort constructs had statistically significant differences over time ($p < .05$, using the Pearson chi-square statistic):

1. Counseling and Career Planning
2. Course Learning
3. Experiences with Faculty
4. Experiences in Writing

The results for each of the above scales are given in Tables 6, 7, 8, and 9. Some of the scores are combined because of small cell sizes.

Table 6: Art, Music, and Theater

SCORE	92	93	94	95	97	TOTAL
6	36.0	42.6	42.2	40.5	42.4	40.5
7	18.5	16.6	14.2	14.7	13.1	15.6
8	11.5	11.6	10.3	9.5	9.7	10.6
9	8.9	6.5	5.7	8.0	6.9	7.2
10	5.8	6.0	6.6	7.5	4.0	6.0
11	3.0	4.5	6.8	3.7	4.7	4.6
12	6.2	2.8	4.4	5.2	6.9	5.0
13	3.4	2.0	2.4	2.0	2.5	2.5
14	2.2	2.3	2.4	2.6	1.6	2.2
15-24	4.4	5.2	5.0	6.4	8.3	5.5

The results in Table 6 are somewhat ambiguous and disconcerting. The percentage of low scores has increased over time, an undesired trend, but the percentage of higher scores has also increased, a desirable result. The corresponding decreases in the central scores is an artifact of the results of the high and low scores.

Table 7: Counseling and Career Planning

SCORE	92	93	94	95	97	TOTAL
0	6.7	10.9	7.3	11.7	12.6	9.5
1	7.5	6.4	9.3	8.5	7.5	7.9
2	13.4	10.4	10.8	11.1	7.9	11.0
3	19.8	19.1	15.2	19.2	15.7	17.9
4	18.5	15.3	14.8	11.7	14.8	15.3
5	11.0	12.7	12.8	10.5	14.5	12.2
6	11.8	14.8	15.4	14.9	10.7	13.6
7	11.2	10.4	14.5	12.5	16.4	12.9

The results in Table 7 suggest the same trend that Table 6 did. Again, the bifurcated trend made it difficult to establish whether or not the trend is favorable to the college.

Table 8: Course Learning (%)

SCORE	92	93	94	95	97	TOTAL
10	0	.3	.4	16.4	.9	3.1
11	.4	.3	.9	8.7	.3	1.9
12	.8	.5	1.3	7.5	1.2	2.1
13	.6	.5	1.6	6.0	.3	1.7
14	1.6	.3	1.6	5.1	.9	1.8
15	3.9	1.0	2.5	6.3	2.8	3.2
16	2.7	2.8	2.5	6.0	2.1	3.1
17	3.3	3.6	2.5	4.8	2.1	3.2
18	3.7	4.6	3.8	4.8	2.8	3.9
19	6.2	6.1	4.9	6.9	6.1	6.0
20	6.8	6.1	6.9	6.0	9.5	7.0
21	7.6	5.9	7.2	3.6	6.4	6.3
22	7.4	8.7	8.5	3.9	10.1	7.8
23	8.6	7.9	8.5	3.6	7.7	7.4
24	7.0	8.1	8.7	4.2	5.2	6.8
25	7.4	3.6	6.9	2.1	8.6	5.8
26	5.8	8.9	6.0	1.5	4.3	5.5
27	5.3	6.9	5.1	2.1	5.8	5.1
28	5.3	4.6	5.4	.9	3.7	4.2
29	2.9	5.6	3.4	0	3.1	3.1
30	4.1	3.3	3.8	0	4.6	3.3
31-40	8.4	10.7	7.5	0	11.1	7.9

The results in this table are overshadowed by the data obtained from the survey given in 1995. That year is an obvious outlier making these results specious. If the 1995 data are omitted, the results are not statistically significant.

Table 9: Experiences with Faculty (%)

SCORE	92	93	94	95	97	TOTAL
8	1.4	1.5	2.6	3.7	5.0	2.7
9	4.7	4.3	5.5	8.1	5.6	5.5
10	6.7	6.9	8.6	7.8	8.1	7.6
11	10.6	8.6	11.4	7.5	8.1	9.5
12	9.8	9.1	11.0	8.4	9.7	9.7
13	6.5	12.7	7.9	11.0	11.8	9.7
14	13.5	7.4	10.5	8.9	6.2	9.7
15	11.9	12.2	7.3	7.2	8.4	9.5
16	10.0	10.4	8.1	8.1	7.8	9.0
17	7.8	6.3	7.3	7.8	8.7	7.5
18	3.5	2.8	3.7	5.8	3.4	3.8
19	2.9	5.6	3.5	5.2	5.6	4.4
20	3.5	2.8	3.5	2.0	3.4	3.1
21	2.5	2.3	2.0	2.3	2.8	2.3
22-32	4.6	7.2	7.0	6.5	5.1	6.0

The results in Table 9 are very disappointing. The data suggest that the lower scores are increasing and the higher scores are decreasing - a trend that is not one in which the college desires. The amount of contact with faculty that students reported showed a trend that the college has spent a great deal of time and effort to reverse. Knowing that this "Academic Integration" is important for improving retention, the trend is disturbing. The college has taken some action to get students more involved with faculty, but more effort is needed if the reversal of this trend is desirable by the college.

Table 10: Experiences in Writing (%)

SCORE	92	93	94	95	97	TOTAL
8	7.9	5.5	8.6	6.8	12.4	8.1
9	2.0	3.5	5.7	3.4	2.8	3.5
10	3.4	2.3	4.0	3.1	2.2	3.1
11	3.8	2.3	3.3	2.3	3.4	3.1
12	3.4	2.0	2.0	3.1	2.5	2.6
13	2.4	3.5	4.8	3.7	2.2	3.4
14	3.4	3.8	3.7	4.8	3.4	3.8
15	3.2	4.5	4.2	4.8	3.4	4.0
16	3.6	5.5	4.0	4.6	5.6	4.6
17	5.9	5.3	2.2	3.1	2.5	3.9
18	4.9	5.8	2.9	3.7	5.6	4.5
19	3.8	3.5	2.9	5.1	5.9	4.1
20	4.7	5.5	5.3	6.0	2.8	4.9
21	5.7	8.0	4.2	6.8	5.9	6.0
22	5.1	3.8	3.3	4.0	5.3	4.3
23	7.1	5.0	7.0	8.3	4.7	6.5
24	6.3	4.0	7.5	4.8	5.6	5.7
25	4.7	3.0	4.4	4.6	4.0	4.2
26	3.4	4.5	5.1	2.0	4.3	3.9
27	2.6	2.8	4.2	3.1	1.6	2.9
28	2.4	6.3	2.4	1.7	3.1	3.2
29	3.0	2.5	3.3	2.3	5.9	3.3
30	2.0	3.5	2.2	2.3	2.8	2.5
31	2.6	2.5	1.8	3.1	1.2	2.3
32	2.4	1.0	1.3	2.3	.9	1.6

Again, the trend data in Table 10 (low scores increasing, high scores decreasing) is not the desired direction that is desired by the college community. The college implemented a "Writing Across the Curriculum" strategy in the late 1980s. The data suggest that the college should re-emphasize the importance of writing in all course work.

LONESTAR

LONESTAR (Longitudinal Evaluation, Student Tracking, and Reporting) is a student tracking system which includes a database where the data to track a student for as many as 18 semesters (6 years) is stored. The system has been discussed in several publications, with the monograph, *Accountability Through Student Tracking* by Jim Palmer (1990) being the most complete. LONESTAR is cohort-based with a student cohort defined as a set of students who enrolled during a term at the institution for the first time. Various demographic and previous academic history data are captured and entered into the database. At the beginning and/or ending of each term, a "snapshot" is taken to gather beginning/end-of-term data for the students in the database. These end-of-term data include grade points, grade point averages, several categories of hours attempted (non-remedial, remedial, etc.), major, remedial course data, etc. Other data files are used to merge with the LONESTAR database such as the Adult Student Learner Follow-up Data provided to each school by the Texas Higher Education Coordinating Board. This file contains employment data as well as transfer data. Once the data are collected and the files merged, SPSS is normally used as the tool to analyze the results. Some standardized reports are included in the software package. The two pieces of information that will be discussed here are remediation and persistence. The reports generated from these data can be obtained from the LONESTAR Plus system (LONESTAR Plus is the windows-based version of the tracking system and is written in Visual Foxpro) through one of the menus and, for LONESTAR Classic, through one of the SPSS programs provided.

Recruitment and retention were originally included in Brazosport College's IE matrix. However, during Brazosport College's latest SACS visit (1995), the opportunity of doing an "alternate study" was offered. Brazosport College did the alternate study with the "special topic" being recruitment and retention (or persistence). In the IE matrix, both of these topics are treated separately with key indicators given. The retention data are given in Table 11.

Table 11: Retention by Gender-Cohort Based

First Semester	Total	+1	+2	+3	+4	+5	+6	+7
Fall, 1993								
F	437	60.0	37.5	29.1	17.6	14.7	9.2	8.7
M	508	51.8	37.1	27.6	18.0	17.5	11.0	10.0
Spring, 1994								
F	222	36.9	23.0	18.0	10.8	12.2	9.9	
M	239	33.1	20.9	17.1	14.6	9.2	6.7	
Fall, 1994								
F	411	56.1	31.6	25.1	17.2	12.9		
M	462	53.5	34.2	27.5	21.9	17.1		
Spring, 1995								
F	270	30.4	21.5	18.1	15.5			
M	276	24.6	24.6	12.7	12.7			
Fall, 1995								
F	455	57.8	34.9	28.4				
M	546	55.9	31.7	25.3				
Spring, 1996								
F	268	39.9	28.4					
M	311	33.7	22.3					
Fall, 1996								
F	523	63.5						
M	544	55.9						
Spring, 1997								
F	284							
M	247							

Columns 3 through 7 reported as percentages of column 2. Column 3 and greater, reference how many semesters after the initial semester. The "+1" for Fall, 1993 refers to the following spring semester.

As the results in Table 3 indicate, retention has been fairly constant. Even though Brazosport College has attempted several new processes to improve retention and recruitment, the results have been disappointing. The single overwhelming factor that influenced recruiting was beyond the control of Brazosport College. The local district is paying for any junior or senior to take concurrent courses at the college which includes fees, tuition, and books. Brazosport College has experienced an enormous growth in concurrent and dual-enrollment students over the past three years (55 concurrent and dual-enrolled students in the fall semester, 1994 to 543 in the spring semester, 1998). If that one factor is removed from the analysis, enrollment (a recruitment outcome) has not changed significantly, as measured by the percentage of high school graduates who enroll at Brazosport College following the year of high school graduation - a key indicator in the IE matrix.

During the time Brazosport College was planning the recruitment and retention strategies to improve these indicators, Brazosport College decided to use the Noel-Levitz group as consultants to help with the development

BEST COPY AVAILABLE

and implementation of new processes to improve recruitment and retention. Because of the campus political climate during the time that this company was contracted, very little, if any, progress was made in the recruitment and retention of students. The one area in which Brazosport College has been very successful involves a group of students who are enrolled in the Sunflower Project. This program is designed for single-parent women to receive extra assistance (financial, academic, etc.) while attending classes. This includes paying for child care, tutoring, and other activities that help these students become integrated into college life. Any activity that helps the student to integrate into college life, such as the Sunflower Project, is known to improve retention.

Brazosport College has installed some new software to assist in tracking prospects and are implementing some of the recommendations that were given by the Noel-Levitz group. This program had a lot of challenges to overcome before significant gains can be accomplished. Recruitment has undergone some changes such as capturing prospect data, writing letters of acceptance (even though Brazosport College is an open door institution), having department chairs contact them, following up with telephone calls to those who apply and do not register for courses, etc. Results of these activities are nebulous because of the lack of valid tracking data in the admissions area.

Standard Student Perceptions Survey

This survey (Appendix D) was developed through the combined efforts of the Gulf Coast Association for Institutional Research. The survey was first administered to three of the consortium colleges in 1996. In the spring of 1998, over a dozen of the Gulf Coast colleges administered the survey. The data are collected through the administration of the survey then sent to the Institutional Research Office at Lee College for an overall analysis and a consortium report.

The emphases for the survey were the SACS requirements for measuring student satisfaction ("must" and "recommend" statements in the SACS Manual). Table 12 and Graph 1 show the overall results for the entire consortium.

Graph 1:

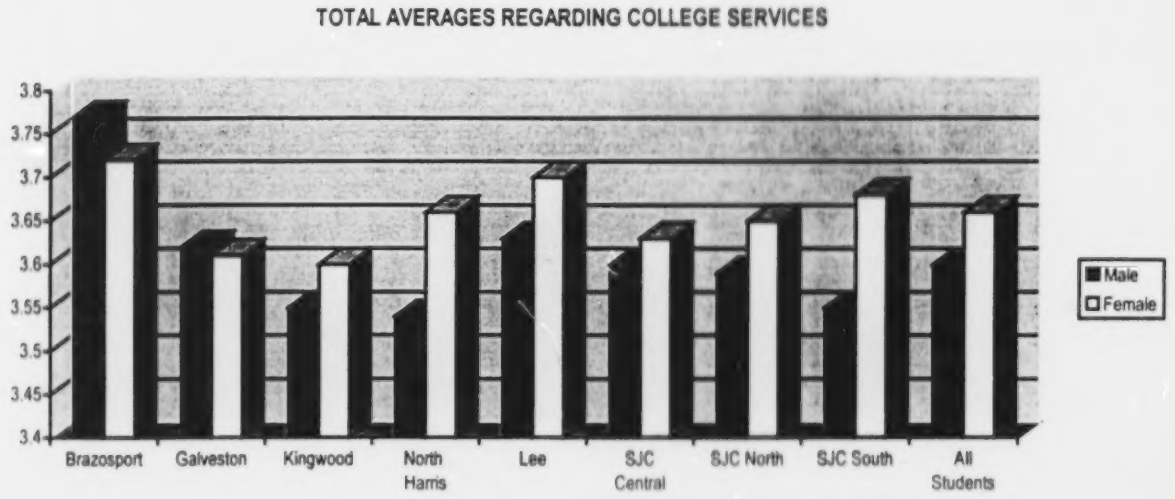


Table 12: Total Averages Concerning College Services

	Brazosport	Galveston	Kingwood	North Harris	Lee	SJC Central	SJC North	SJC South	All Students
Male	3.77	3.62	3.55	3.54	3.63	3.60	3.59	3.55	3.60
Female	3.72	3.61	3.60	3.66	3.70	3.63	3.65	3.68	3.66

Brazosport College does very well in comparison to other colleges in the area. Its overall satisfaction rate is higher than any of the others, something that was noted several times in campus publications.

These results from the satisfaction survey are used in lieu of the "extra questions" to which the IE matrix refers (Appendix B). Previous to this survey, the CCSEQ allowed for 16 extra questions to be added to the survey. Student satisfaction, although very limited in scope, was determined by using additional questions on the CCSEQ.

In some areas, changes have been implemented because of the dissatisfaction of students. Additional security and lighting have been added to the parking areas and the instillation of the telephone registration system are two examples of using satisfaction data to help justify changes that affected students. The results also suggest that respondents were dissatisfied with course scheduling. The college is addressing this problem by having more afternoon classes, more distance education classes, and earlier evening classes.

Other Data Sources

Other data sources are used and are referenced in the IE matrix. Local surveys such as the Library and Registration Surveys are administered periodically to collect data that are needed for other key indicators. A data

collection system known as Texas Higher Education Project for the Evaluation of Transcripts (THEPET) is also used to compare grade point averages between Brazosport College and transfer institutions. These data are also used to evaluate course-by-course articulation, not only between Brazosport College and four-year institutions, but also between local courses. For instance, the students who enroll in sequential courses (e.g., Calculus I to Calculus II) can be tracked, and the grades obtained for the first course can be compared to the grades obtained in a subsequent course. The main purpose of this comparison is an attempt to validate course-to-course articulation. Other sources are mentioned throughout the IE matrix (Appendix B).

Implications and Suggestions

The year after the plan was finally finished, published, and distributed, it became very apparent that the matrix was too encompassing. Some of the data were meaningless and some just were not collectable. Revisions and modifications were undertaken to delete some of the items, change some others, and prioritize the data collection process so that the entire IE effort could be managed more efficiently. One has to be thorough and comply with mandates from several sources, but the old tenet about moderation is a good one.

Suggestion 1: Do not let the IE process become an end unto itself - modify your expectations as to what can be accomplished in a reasonable amount of time with a reasonable amount of effort.

Brazosport College has had a change in it administration with a new President being hired in 1996 and a reorganization in 1997. IE and many of the "to do's" were put on hold and are still on hold. Different philosophies toward data-driven decisions and differences in priorities and perceptions have made progress on the implementation of the IE plan very slow.

Suggestion 2: If a change in administration is in process, the IE model should be discussed during the interview process. Since so much importance is attached to IE, the differences in how IE should be implemented should be minimized through the selection process.

One of the greatest challenges in the whole process was "buy-in." The amount of work that went into the development of the IE model and processes and the amount of acceptance was inversely proportional. The implementation to the unit level was slow and was met with some resistance.

Suggestion 3: Make sure that the entire college community becomes involved in the process at the earliest possible moment. At Brazosport College the IE committee consisted of top administrators only. If this process had had more involvement from other college units, the implementation probably would have been faster and more successful.

Suggestion 4: Spread the gospel - tell the story over and over and over.

Suggestion 5: When data are collected, use it or do not collect it.

In retrospect, the process of developing the IE process and the matrix was very challenging and rewarding. This process for Brazosport College was at least three years in its development. The author is hopeful that some who read and study this report find it beneficial.

Conclusions

Developing an IE model is an enormous undertaking. The process takes a great deal of commitment and a large amount of the involved personnel's time. Considering its importance and the amount of work involved, the colleges who hire a person to be responsible for this area are the wise ones.

The necessity of implementing a process for institutional effectiveness is obvious. Other models exist and should be explored. Others will be invented. A time-consuming project, but sorely needed, is a meta-study of IE models.

When beginning the development of an IE process, a good starting place is the James O. Nichols book, A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation (1991). It is a good reference book and the associated workshops are very informative.

Bibliography

Anderberg, Marc. Texas Follow-Up System, Final Report, Contract #PIA50122. Austin, Texas SOICC, 1997.

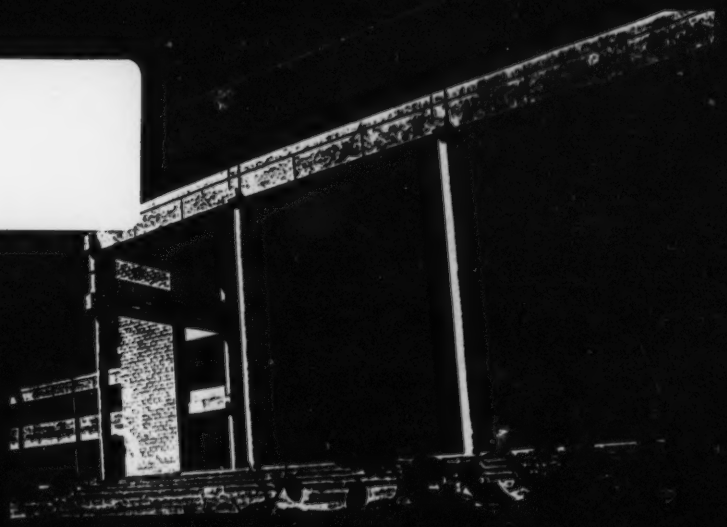
Brazosport College Student Catalog. Lake Jackson: Brazosport College, 1997.

Lehman, Penny W., Corinna A. Ethington, Tissy B. Polizi. CCSEQ: Test Manual and Comparative Data, Second Edition. Memphis: University of Memphis, Center for the Study of Higher Education, 1995.

Nichols, James O. A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation. New York: Agathon Press, 1991.

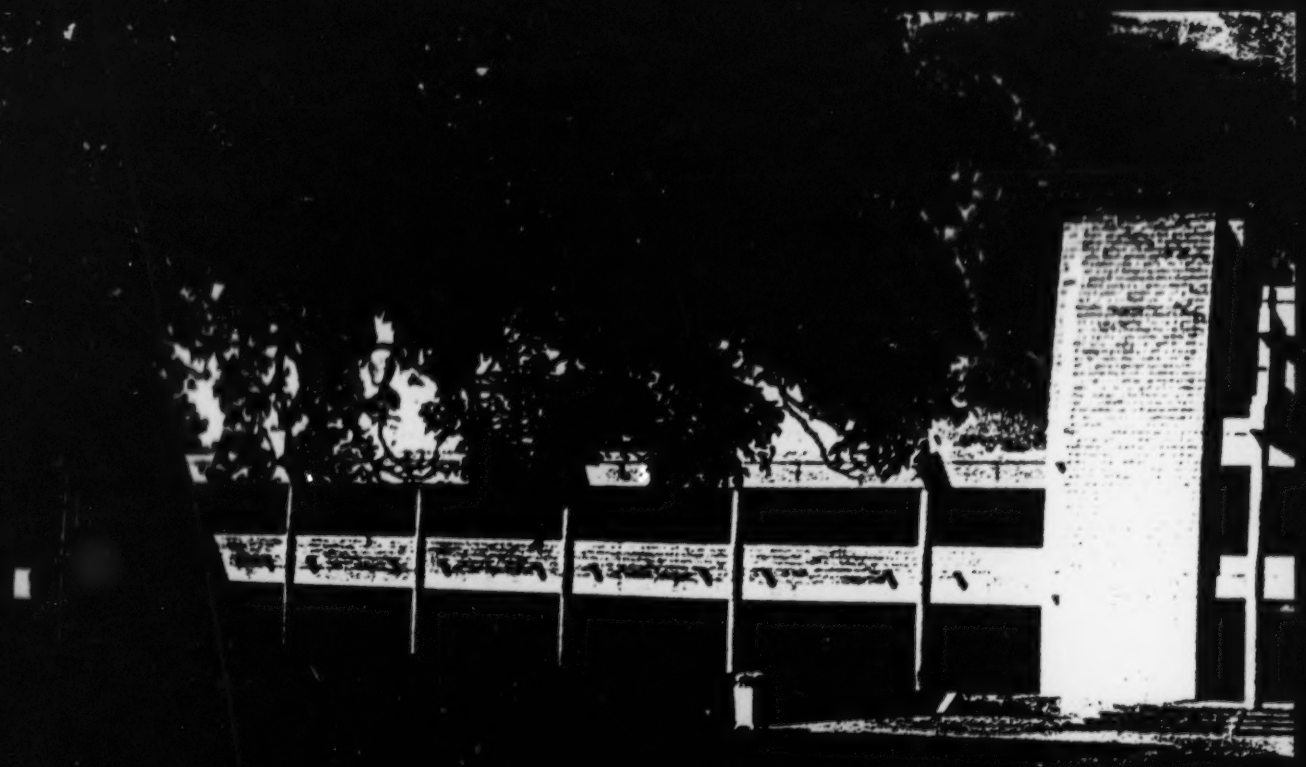
Palmer, James. Accountability Through Student Tracking. Washington, D.C.: American Association of Community and Junior Colleges, 1990.

APPENDIX A



Direction 2000!

BEST COPY AVAILABLE



In 1967, the Brazosport Junior College District was an idea; in 1968, it was a reality. The college has since become a mature organization and opportunities for change are ever present. With maturity has come the need to develop a long range plan for the college with goals that will help focus the organization and its resources.

The results of the two year planning process are reflected in this publication. As the planning process continues, individual departments will be asked to develop their own plans which will incorporate the appropriate institutional goals.

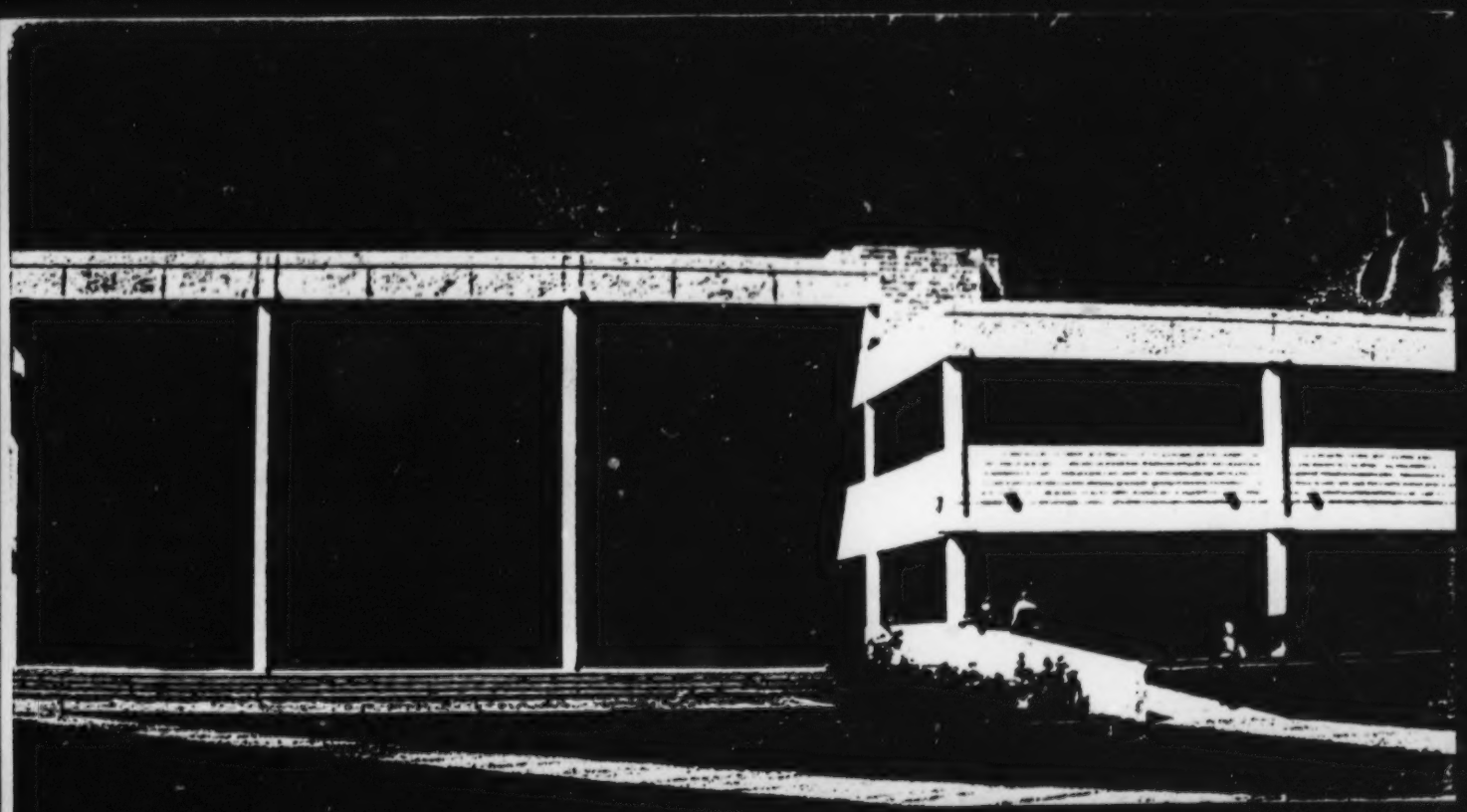
As Brazosport College strives to become a premier community college, we have chosen to implement a management philosophy of continuous improvement to better serve our customers and to assist us in developing measurable outcomes.

With the development of our long range plan, the implementation of the continuous improvement philosophy, and the identification of criteria to define the effectiveness of our college, we feel Brazosport College will continue to be a valuable asset to the future of this community and the state of Texas.

John R. Grable
President

Mr. R. A. Lowry, Chairman
Mr. Allen G. York, Vice Chairman
Mr. Rex Barnett
Mr. Joe C. Greer, Jr.
Mr. M. S. Johnson
Mrs. Karen Shewbart
Dr. J. A. Stewart
Mr. V. S. Sumerford
Mr. Joe L. Williams, Jr.

BEST COPY AVAILABLE



To offer a high quality instructional program which provides students with the necessary skills to continue their education and to enter the work force.

Brazosport College faculty and staff have sought to offer a high quality instructional program for all students. A mandatory placement testing procedure has been adopted to ensure that students have the basic skills needed to be successful in college level work. There is an ongoing project in the academic transfer area to require students to write more in their coursework and to think critically about the subject matter. In occupational technical education, courses are being revised to emphasize the competency based approach to skill development.

To continue the work which has begun to improve remedial education courses.

Developmental courses have been revised to prepare students for subsequent college level work. All developmental courses in reading, writing, and mathematics have an additional two hours of required lab work each week to assist students in building skills. A Learning Assistance Center has opened to provide students with assistance in building their study skills and to offer tutorial assistance in all courses.

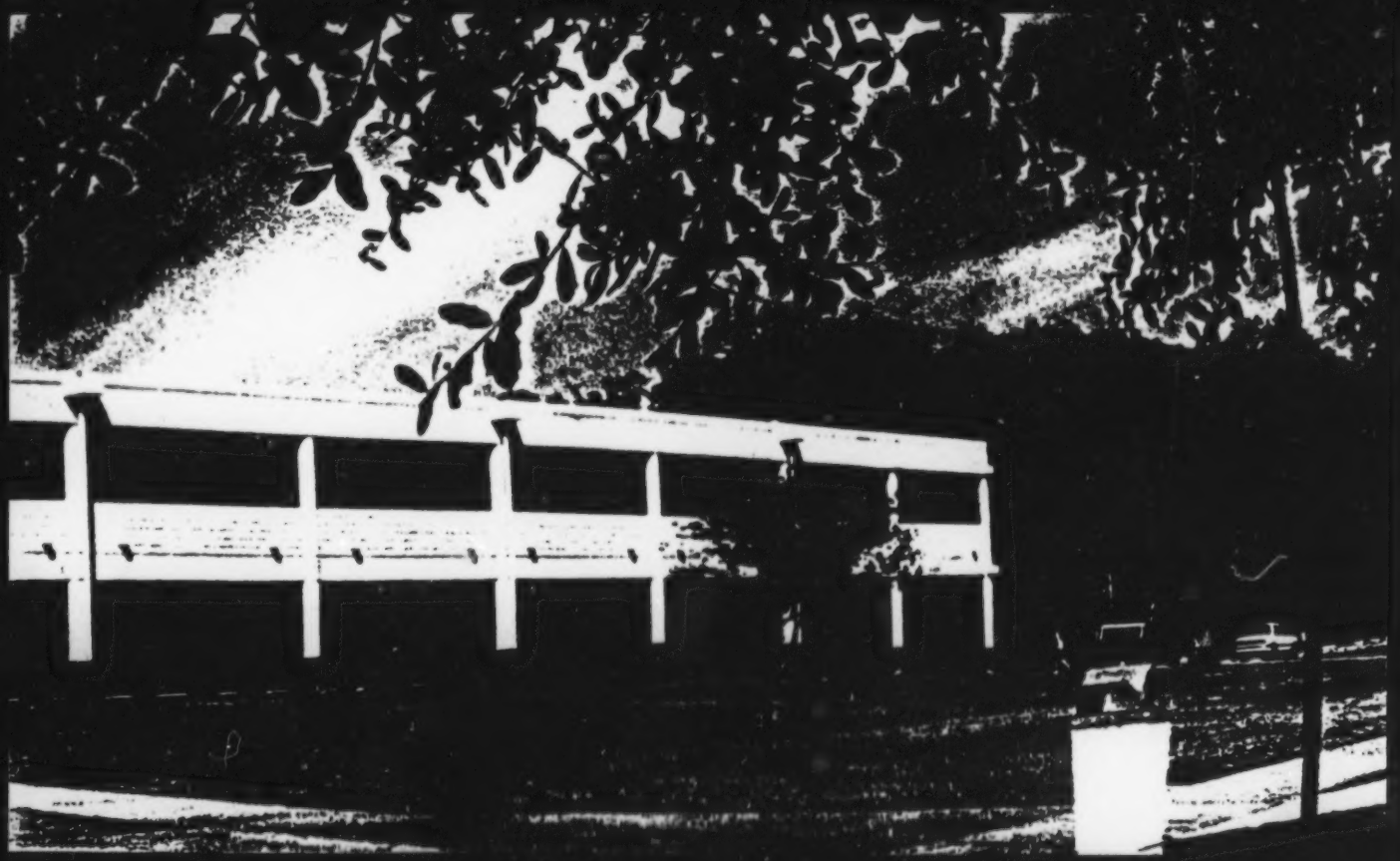
To work toward developing a more positive image among area high schools and in the community.

College faculty and staff have worked with local school district personnel to develop coordinating committees to share information to benefit students. These coordinating committees have provided an excellent opportunity to discuss topics of mutual concern to the college and service area schools.

To continue present efforts to establish collaborative relationships with local business and industry.

Brazosport College personnel work closely with local business and industry to meet training needs. Recent examples of this include cross training for individuals who are entering certain fields and chemical plant operator training for personnel entering the chemical industry. College personnel continue to seek ways of expanding training to meet the needs of local business and industry.

BEST COPY AVAILABLE



To provide greater opportunities for professional development of college employees.

College personnel have opportunities to participate in a variety of professional development activities. Faculty and staff are encouraged to identify and attend workshops and seminars which will provide current information about changes in their disciplines and which will provide information that can be used in the classroom.

To continue present efforts to meet the guidelines for institutional effectiveness developed by the Southern Association of Colleges and Schools.

As part of this effort, college personnel are involved in a strategic planning effort to identify major areas which will provide strategic directions for the college. College committees are presently working to define indicators of institutional effectiveness. College personnel are learning ways of applying quality criteria aimed at continuous improvement of all programs and services.

To consider the renovation of the existing facility or the addition of a new facility to provide expanded areas for services.

College committees have identified facility needs as part of the long-range planning process. These needs have been reviewed by a committee of local business and industry representatives, and a building and renovation program has been recommended. Plans are presently underway to build an additional wing and relocate services to better serve students.

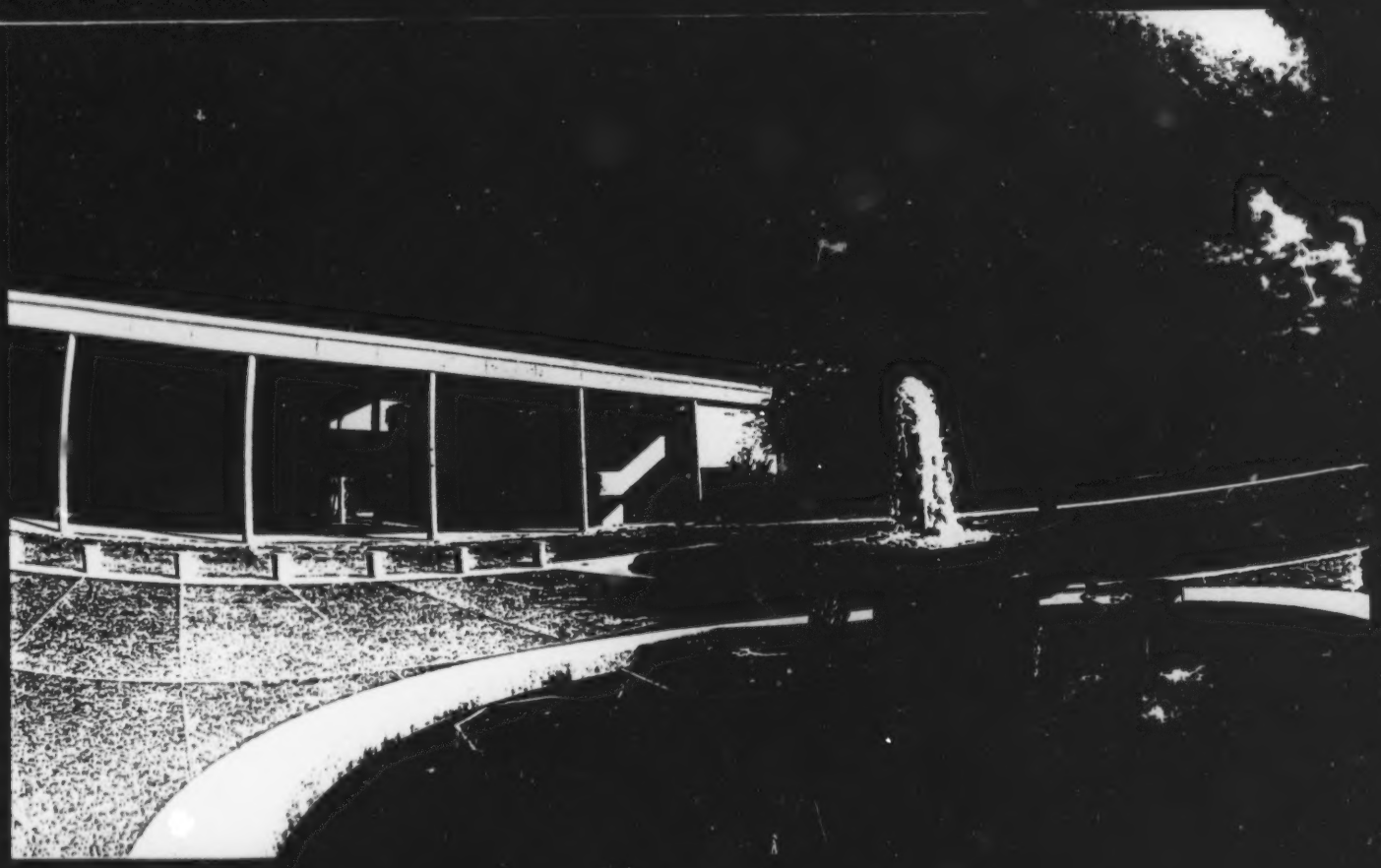
To seek ways of improving communication throughout the college.

College faculty and staff are aware that communication among individuals represents an area which should receive constant attention. Structured in-service sessions have provided opportunities for acquainting part-time teachers with college policies and procedures. As the college implements continuous improvement a major focus will be communication among individuals to emphasize quality instruction and services.

To continue present efforts to increase minority enrollment.

Brazosport College staff have attempted to increase minority enrollment through a variety of efforts. Programs have been developed to meet the needs of minority students. Scholarships have been established to allow minority students to concentrate on their courses without requiring after school employment. Through the Southeast Texas Consortium for Educational Opportunity, college personnel are working with public schools to encourage students to stay in school and plan for an education.

BEST COPY AVAILABLE



DIRECTIONS

By the year 2000, Brazosport College will be a premier community college delivering high quality programs and services. The college's commitment to quality and effectiveness, based on our values, will be exhibited in the successes of those we serve. To achieve this mission, we commit:

- To provide educational programs which meet the needs of all students including:
  - remedial programs which enable students to successfully complete college level certificate/degree programs
  - competency based occupational technical programs that reflect current technology and training for business and industry
  - skills and knowledge necessary for transfer students to do as well as, or better than, native students at universities
  - a continuing education program to serve adults in the community
- To enhance student success in college through well managed advisement and counseling programs.
- To insure that the college's student body and staff reflect the demographics of the community.
- To support all college employees in achieving:
  - a sense of pride in the college and the motivation to perform at their fullest potential
  - involvement in continuous improvement and achievement of quality performance
  - recognition and rewards for their contributions to the college mission
  - opportunities to participate in professional development activities which promote individual growth as well as accomplishment of the college mission
  - receptivity to change
- To maintain the financial and physical resources to accomplish the mission of the college.
- To focus on opportunities, consistent with the college mission, which have the expertise to accomplish.
- To establish collaborative relationships with local business and industry.
- To create and maintain all aspects of the college in a manner which nurtures a positive image and causes the college to be recognized as a quality institution.

BEST COPY AVAILABLE

APPENDIX B

INSTITUTIONAL EFFECTIVENESS
BRAZOSPORT COLLEGE
COLLEGE PROGRAMS MATRIX

Area/LRP/CSI	Outcome	Key Indicator	Data Source	Responsibility	Reports to	Frequency/Date	Data Collection Office
Recruitment							
LRP: Goal 9 CSI: To insure that the college student body and staff reflect the demographics of the community.	Enrollment trends	Number of first-time enrolled students (Fall Semester)	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office
	Ethnic balances	Ethnicity using absolute numbers and percentages (Fall to Fall trends) by program area	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office
	Recruitment of recent high school graduates who are in the upper half of their class	Percent and absolute numbers of recent high school graduates in the upper half of their graduating class who attend Brazosport College	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office

23

Dictionary of Acronyms

BC	Brazosport College
CCSEQ	Community College Student Experiences Questionnaire
GPA	Grade Point Average
LONESTAR	Longitudinal Evaluation, Student Tracking, and Reporting System
MAPS	Multiple Assessment Programs and Services
SBDC	Small Business Development Center
TASFUP	Texas Automated Student Follow-up Project
TASP	Texas Assessment of Skills Program
TEX-SIS	Texas Student Information System
THEPET	Texas Higher Education Project for the Evaluation of Transcripts
TIPS	Texas Information Procurement Service

27

Area/LRP/CSI	Outcome	Key Indicator	Data Source	Responsibility	Reports to	Frequency/Date	Data Collection Office
Assessment							
LRP: Goal 2 CSI: To provide educational programs which insure success of all students - remedial programs which enable students to successfully complete college-level certificate/ degree programs.	Remediation completion	Percent of the students who complete remediation by passing the exit remedial course	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office
	Success of remediated students in their first college-level English and math courses	The percent of remediated students who receive grades A through D in their first college-level English and math courses	Student files LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office
	MAPS test scores	The efficiency of students who successfully exit each level of remediation, by absolute numbers and percentages	Student files MAPS test files	Director, Institutional Research	President's Natural Work Group	Semester	Admissions/ Registrar's Office
	TASP test scores	The percent of students who successfully complete remediation and subsequently pass TASP	Student files TASP files	Director, Institutional Research	President's Natural Work Group	Semester	Admissions/ Registrar's Office

Area/LRP/CSI	Outcome	Key Indicator	Data Source	Responsibility	Reports to	Frequency/Data	Data Collection Office
Transfer							
LRP: Goal 1 CSI: To provide educational programs which insure success o all students including skills and knowledge necessary to do as well as, or better than, native students at universities.	Student success upon transferring	Course completion ratio of former Brazosport College students who have earned at least 12 hours at BC	Texas Higher Education Project for the Evaluation of Transcripts (THEPET)	Dean, Academic Education/Director, Institutional Research	President's Natural Work Group	Annually	Research Office
		GPA of former Brazosport College students who have earned at least 12 hours at BC	THEPET	Dean, Academic Education/Director, Institutional Research	President's Natural Work Group	Annually	Research and Admissions/ Registrar's Offices
	Student intent and transfer	Percent of the "Leavers" who transfer to senior colleges and intended to transfer	THEPET LONESTAR	Dean, Academic Education/Director, Institutional Research	President's Natural Work Group	Annually	Research Office
	Comparison of course grades	Comparison of student's grades with their four-year grades in subsequent or related courses	THEPET	Dean, Academic Education/Director, Institutional Research			

Area/LRP/CSI	Outcome	Key Indicator	Data Source	Responsibility	Reports to	Frequency/Data	Data Collection Office
Occupational/ Technical Education							
LRP: Goal 1, 4 CSI: To provide educational programs which insure success of all students including competency-based occupational/ technical programs that reflect current technology and training for business and industry.	Goal achievement	The number of certificates and degrees earned by program areas	Grade report	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office
		Overall placement rates by program area	TEX-SIS TASFUP	Dean, Occupational Education	President's Natural Work Group	Annually	Dean of Students and Research Offices
	Employer satisfaction with degree or certificate completers	Employer satisfaction ratios	TEX-SIS TASFUP	Director, Institutional Research	President's Natural Work Group	Annually	Dean of Students Office

Area/LRP/CSI	Outcome	Key Indicator	Data Source	Responsibility	Reports to	Frequency/Date	Data Collection Office
Retention							
LRP: Goal 1, 2 CSI: To provide educational programs which insure success of all students.	Student retention	Fall to spring student retention ratio, disaggregated by part/full-time student	Student files	Director, Institutional Research	President's Natural Work Group	Annually	Admissions/ Registrar's Office
		Fall to fall retention rates of first-time-enrolled students	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Research Office
		Number of students who return in the fall semester who have achieved sophomore-level status (having earned 24 credit hours)	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Research Office
	Goal achievement	Goal achievement rates at time of exit	LONESTAR	Director, Institutional Research	President's Natural Work Group	Annually	Dean of Students Office
	Withdrawal rates	Institutional withdrawal rates based on the twelfth class day enrollment (census date) disaggregated by division and ethnicity	Student files	Director, Institutional Research	President's Natural Work Group	Annually	Dean of Students Office

Area/LRP/CSI	Outcome	Key Indicator	Data Source	Responsibility	Reports to	Frequency/Date	Data Collection Office
Continuing Education LRP: Goal 1, 2 CSI: To provide educational programs which insure success of all students.	Goal achievement	Pass/fail percentages of Brazosport College students on capstone examinations as reported by external agencies	External agency reports	Director, Institutional Research	President's Natural Work Group	Annually	Director, Continuing Education

Standard Student Perceptions Survey
Spring

Why Did You Choose This College?

1. Not a reason for attending
2. Minor reason for attending
3. Major reason for attending

1 2 3 1. Convenient location
1 2 3 2. Offered the courses I wanted
1 2 3 3. Low cost of tuition and fees
1 2 3 4. Could work while attending
1 2 3 5. Reputation for good vocational programs
1 2 3 6. Reputation for good academic programs
1 2 3 7. Reputation for quality instruction
1 2 3 8. Liked the social atmospsphere
1 2 3 9. Liked the size of the college
1 2 3 10. Good chance of personal success
1 2 3 11. Availability of scholarships, financial aid
1 2 3 12. Advice of paraents or relatives
1 2 3 13. Advice of high school coiunselor, teacher
1 2 3 14. Friends attending here
1 2 3 15. Immediate preparation for work force
1 2 3 16. Reputation of college's using current technology in its voctech programs
1 2 3 17. Could live with parents or relatives
1 2 3 18. Offered courses I wanted at times I wanted
1 2 3 19. In preparation for transfer to a senior institution
1 2 3 20. College's open door policy
1 2 3 21. Availability of developmental courses
1 2 3 22. Cultural variety among faculty, staff, and student body
1 2 3 23. Extra-curricular activities

Participate In Extra Curricular Activities?

1. Yes, frequently
2. Yes,seldom
3. No, I do not participate

1 2 3 24. Participate in clubs
1 2 3 25. Attend athletic events
1 2 3 26. Use game room facilities (Swamp)
1 2 3 27. College sponsored dances/parties
1 2 3 28. Participate in student government
1 2 3 29. Lecture series
1 2 3 30. Visit the art gallary
1 2 3 31. Fitness center
1 2 3 32. Use tennis courts
1 2 3 33. Intramural activities
1 2 3 34. Attend music or drama productions
1 2 3 35. Other _____

Your Evaluations of This College

36. If you could start college over, would you choose this college?

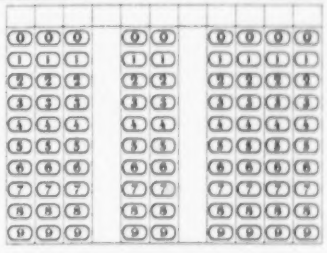
- ☐ Definitely no
- ☐ Probably no
- ☐ Uncertain
- ☐ Probably yes
- ☐ Definitely yes

37. What is your overall impression of the quality if education at this 2-year college?

- ☐ Very inadequate
- ☐ Below average
- ☐ Average
- ☐ Good
- ☐ Excellent

38. Social Security Number.

This is optional and used only for research purposes. Reports will be done in summary form so that no individual will be identifiable.



39. Gender

- ☐ Male
- ☐ Female

40. Age (optional)

- ☐ Under 18
- ☐ 18 - 21
- ☐ 22 - 25
- ☐ 26 - 29
- ☐ 30 - 33
- ☐ 34 - 37
- ☐ 38 - 41
- ☐ Over 41

41. Ethnicity/Race

- ☐ African-American
- ☐ Native American
- ☐ Asian or Pacific Islander
- ☐ Caucasian/White
- ☐ Hispanic
- ☐ Other _____

42. Marital Status

- ☐ Single
- ☐ Married
- ☐ Divorced
- ☐ Separated
- ☐ Widowed

43. Do you have any children living with you?

- ☐ Yes
- ☐ No

44. My courses are primarily..

- ☐ Day
- ☐ Evening
- ☐ Both
- ☐ Other_____

45. Employment

- ☐ Full-time off campus
- ☐ Part-time off campus
- ☐ Full-time on campus
- ☐ Part-time on campus
- ☐ Both on and off-campus
- ☐ Not employed

46. If preparing for transfer to a 4-year institution, which are you most likely to attend?

- ☐ Houston Baptist University
- ☐ Sam Houston State University
- ☐ Southwest TExas State University
- ☐ Stephen F. Austin University
- ☐ Texas A&M
- ☐ Texas Southern University
- ☐ University of Houston Clear Lake
- ☐ University of Houston Downtown
- ☐ University of Houston Main Campus
- ☐ University of St. Thomas
- ☐ University of Texas
- ☐ Prairie View
- ☐ Other _____

47. Did your mother or father attend college?

- ☐ Yes - mother only
- ☐ Yes - father only
- ☐ Yes - both
- ☐ No - neither

48. Semester hours earned prior to this semester

- ☐ 1-15
- ☐ 16-30
- ☐ 31-45
- ☐ 46-60
- ☐ 60 or more

49. Your major educational goal

- ☐ Associate degree
- ☐ Vocational/technical program
- ☐ Transfer to a four-year institution
- ☐ Certification (new or renewel)
- ☐ Self-improvement/pleasure
- ☐ Job-related training
- ☐ Other _____

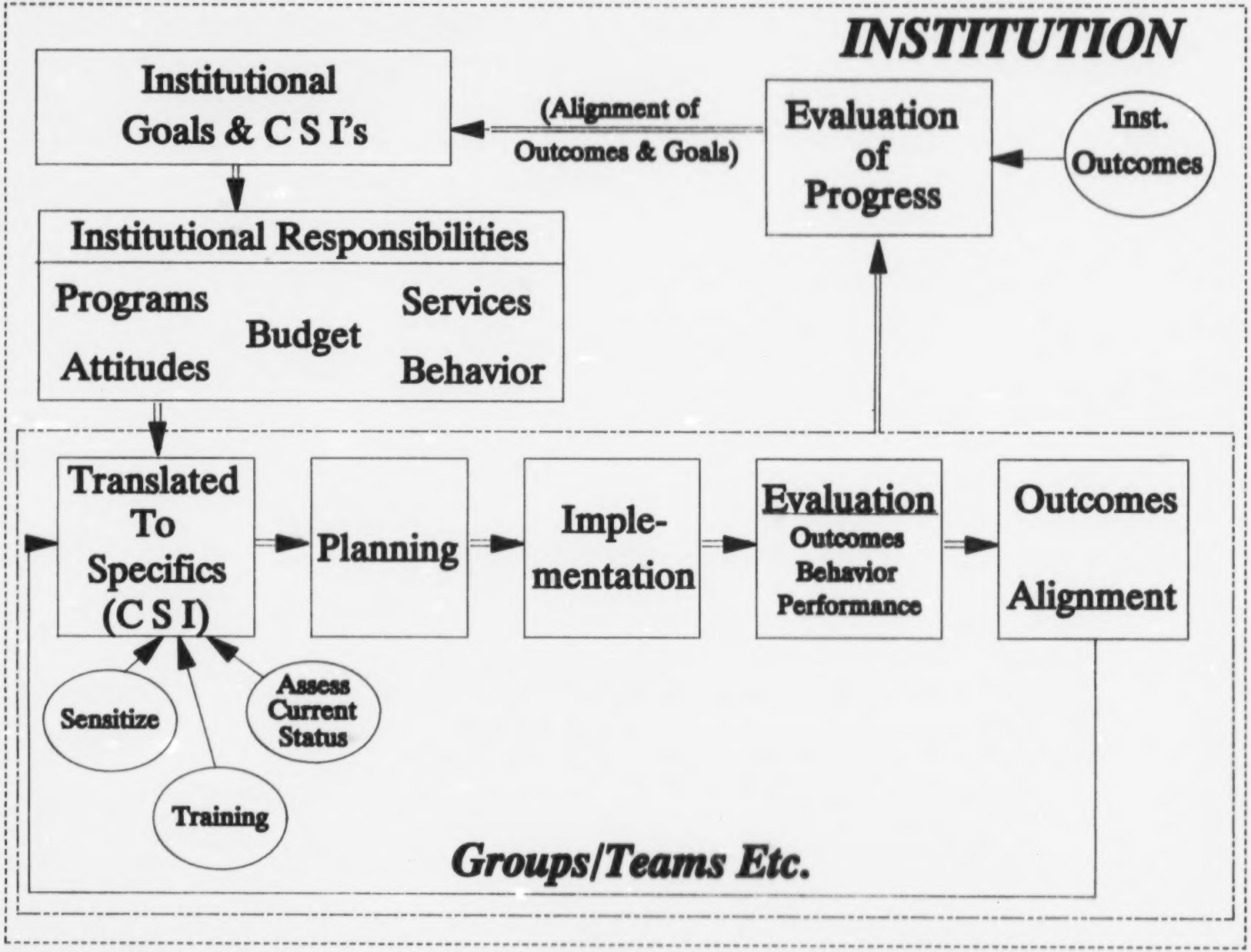
50. Have You taken courses at other colleges and/or universities?

- ☐ Yes
- ☐ No

Your Evaluation of College Services

For each item in this section, please darken one bubble in the left-hand column for importance and one bubble on the right-hand column for satisfaction according to the response that best corresponds to your opinion.

Level Of Importance		Level Of Satisfaction	
1 = Not important at all 2 = Not very important 3 = Neutral 4 = Important 5 = Very important 6 = Does not apply		Very dissatisfied = 1 Dissatisfied = 2 Neutral = 3 Satisfied = 4 Very satisfied = 5 Does not apply = 6	
① ② ③ ④ ⑤ ⑥	51. Academic advising/course planning	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	52. Assistance provided by staff during admission/registration	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	53. Admission procedures	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	54. Availability of 4 year institution transfer guides	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	55. Personal counseling	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	56. Vocational guidance/career planning	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	57. Availability of your advisor	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	58. Availability of courses at times when needed	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	59. Variety of courses offered	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	60. Information provided in college catalog	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	61. Information provided by course schedule	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	62. Telephone registration	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	63. On-campus registration	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	64. Academic probation and suspension policies	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	65. Rules concerning student conduct	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	66. Personal security/safety at the college	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	67. Concern for you as an individual	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	68. Student input in establishing college policies	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	69. Racial harmony at this college	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	70. Attitude of non-teaching staff toward students	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	71. Attitude of faculty/staff toward students with your racial/ethnic background	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	72. Attitude of faculty/staff toward students taking developmental courses	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	73. Attitude of faculty/staff toward students with disabilities	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	74. Attitude of faculty/staff toward students of your gender	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	75. Opportunities for on-campus student employment	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	76. Student government (senate)	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	77. Student publications	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	78. Student center	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	79. Study areas	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	80. The college bookstore	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	81. Job placement services	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	82. Financial aid services	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	83. Child care services	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	84. Services for students with disabilities	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	85. Services for Veterans	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	86. Cafeteria/food services	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	87. Parking facilities and services	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	88. Access to computers and/or computer labs	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	89. Availability of gymnasium, tennis courts, fitness room, etc	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	90. Varsity athletics	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	91. Recreational and/or intramural programs	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	92. Library/learning resource center facilities	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	93. College-sponsored tutorial programs	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	94. College-sponsored social activities	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	95. Cultural programs and activities	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	96. College orientation program	① ② ③ ④ ⑤ ⑥	
① ② ③ ④ ⑤ ⑥	97. Condition/appearance of buildings/grounds	① ② ③ ④ ⑤ ⑥	


INSTITUTION
Institutional Goals & C S I's
(Alignment of Outcomes & Goals)
Evaluation of Progress
Inst. Outcomes
Institutional Responsibilities
Programs
Attitudes
Budget
Services
Behavior
Translated To Specifics (C S I)
Planning
Imple-mentation
Evaluation
Outcomes
Behavior
Performance
Outcomes Alignment
Sensitize
Assess Current Status
Training
Groups/Teams Etc.